

Special Edition

A Publication About Exceptional Students

Spring 2004



Social Skills: a Critical Element of Success

The demands placed upon schooling today include meeting the academic and social needs of all students. Increasingly, students come into the classroom with inadequate social and academic experience outside of the school's setting. This lack of appropriate experience leaves students unprepared to function successfully in academic and social situations.

In addition to academic requirements, special education programs for students with disabilities have the responsibility to address social needs as students progress through school. As the student ages, the special education program creates and works toward transition goals developed by the Individual Education Program (IEP) team. These goals usually include living skills, services from outside agencies, education and vocational plans, and goals related to future job placement.

Social skills instruction becomes more important as students advance through each grade level toward projected graduation. Students may acquire academic and vocational skills increasing ability and enabling job placement. However, without appropriate social skills they may be hindered by the inability to work in groups, interview properly, or function in the work environment, which would greatly limit their success.

Social Skills in the School

The ability of children to function socially is often taken for granted in the school setting. Teaching proper social skills becomes more important as academic demand and school accountability increases. However, many educators need guidance to determine which skills and teaching methods are desirable.



Tom Horne,
Superintendent
of Public Instruction

Arizona
Department of
Education

Identification of which social skills need to be taught should be based on individual student mastery. These may include cooperative learning, interviewing skills, small and large-group skills, personal responsibility, functional life skills, and peer relations (Bruhi, Prater &, Serna, 1998). Cartledge, Lo and Loe (2002) suggest the following steps:

Featured Topics:
Teaching Social Skills to Students with Disabilities
Resolving Disputes Between Parents and Schools

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CALL FOR ARTICLES

We invite you to submit an article for a future issue of the *Special Edition*.

Article deadline for the fall 2004 issue is May 15, 2004. Feature topics will be "What Does 'Highly Qualified Personnel' Mean to Arizona Educators?" and "Latest Research on 'Other Health Impairments.'"

Article deadline for the winter 2004-05 issue is September 1, 2004. Featured topics will be "Inclusion" and "ADD/ADHD."

Article deadline for the spring 2005 issue is January 15, 2004. Featured topics will be "Education for Bilingual Special Needs Students" and "Dyslexia."

Editing assistance is available/provided as needed. Please contact Peggy Levesque at plevessq@ade.az.gov for writer's guidelines and a list of additional article ideas to consider.

Send photographs to accompany articles to the address below,
ATTN: *Special Edition*.

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IDEA and NCLB: Opposites Attract

By Joanne Phillips, Deputy Associate Superintendent, ESS

Many of you recall the last reauthorization of the Individual with Disabilities Education Act. While due for reauthorization in 1995, it was not until June 1997 that the Act was signed into law, with regulations following in March 1999. History is repeating itself. With a five-year reauthorization, 2002 should have seen a new IDEA, yet here we are in Spring 2004, with reauthorization likely postponed until after the fall elections.

In reviewing both the Senate and House proposals, each lends support to NCLB tenets: All students will be assessed, all students will be expected to meet AYP, all teachers and schools will be held accountable for student achievement. Highly qualified teachers will serve students with disabilities and emphasis will be on the general education curriculum.

Given this focus, special education will need to rethink how we do business. Out of level/instructional level assessment has been a staple in the testing cupboard for a majority of students. However, research tells us that this is not necessarily a benefit to students who spend the majority of the day exposed to grade level curriculum in regular classes. The use of standardized and, if need be, non-standardized accommodations may be a far better solution for assessing core knowledge.

The NCLB regulations that went into effect January 8, 2004 eliminated the proposed federal definition for

“significantly cognitively disabled (SCD)” and, instead, left to each state the responsibility of creating its own definition. Given that Arizona begins administration of tenth grade AIMS in February, this left very little time for us to create a workable definition for Arizona. After obtaining input from a variety of sources, including the Special Education Advisory Panel, Special Education Administrators Association, and approximately 50 school psychologists, an interim definition was created. It identified two groups of students who could qualify under the NCLB: those eligible under IDEA as students with mental retardation and those from any other category of disability whose *academic functioning* was within the range of retardation, i.e., with achievement standard scores on norm-referenced assessment of 69 or below, as validated by classroom performance.

A state task force with expert representatives from the field will be convened in late spring to work on a more permanent definition, taking into account all available information, data, and research. Perhaps we will then have a definition that is more succinct, specific, and easier to apply. If interested in applying for this task force, please email me at: jphilli@ade.az.gov.

Throughout the history of special education, we have been innovators, mountain movers, and problem solvers for children; we think outside the box, don't get hemmed in by paradigms, and always ask “why not” when told “that can't be done.” Don't ever change!



Strategies to Avoid Due Process Hearings

by Susan Kabor

Any parent, teacher, or school administrator who has participated in a due process proceeding knows how time consuming, expensive, and emotionally draining it is. At the end of the process, relationships are often destroyed and no one is satisfied with the outcome. Many of the issues addressed in due process proceedings can be solved in other less confrontational or stressful ways.

Following are a variety of ways that teachers and other school personnel can ensure their students receive an appropriate education program and that relationships with families remain cordial and collaborative.

Know Each of Your Students

It is often helpful to talk to or meet with other professionals in the school and/or community to look at the student through a multi-disciplinary lens. Use this information to develop an instructional program that meets each student's needs. Remember to read and refer to each child's IEP when you first meet the student. Make sure that others who will teach the child, including paraprofessionals, related services personnel, and general education teachers, all read and have access to the IEP too.

Make Sure the IEP Fits the Child

Teachers often inherit an IEP that another professional has developed for a variety of reasons, including school reassignment, family relocation, or a teacher leaving his or her job. As a teacher, you are responsible for implementing the IEP. If you don't think the present level of performance describes the child, the goals and objectives meet his or her needs, or that the placement is not the best place to deliver the child's program, you should ask for an interim IEP meeting to review and revise the IEP.

Define the Instructional Program You Will Develop to Implement the IEP

A teacher inspires confidence when she or he can clearly describe the plan for implementing a student's

IEP. What curriculum frameworks do you have available, and which will you use to teach a particular child? What teaching strategies and techniques meet this child's learning style? Do you have the materials you need in your classroom, and does your daily schedule include a variety of activities in which to embed the instruction?

Organize Your Classroom Environment to Meet Students' Needs

Organizing the physical environment, developing a schedule for each student embedded in a class schedule, and allocating staff to student groups help insure that the IEP is implemented. If a child is to meet a goal of participating in small group activities, his schedule must reflect that, and there must be an instructional person assigned to that group. Having a written schedule for both the student and staff helps you explain how you are meeting a student's need for staff/student ratios throughout the day.

Develop a Professional Development Portfolio

Often, educators do not do a good enough job of selling themselves as professionals. Keeping a record of professional development activities you've participated in, at both the pre-service and in-service levels, will help you gain respect. If one of your student's IEP states that the teacher has particular training, make sure you receive that training. Include in your portfolio professional memberships in organizations like CEC and any journals you receive and read on a regular basis.

Use Efficient and Manageable Data Collection Procedures

It is imperative that you collect data regarding your students' performance. Data is often useful in designing and problem solving when a child is not making progress. It is also crucial to showing that a child is making progress towards meeting his or her IEP goals.

There are many methods to collect data and a multitude of forms developed on which to record data. Find the format that you are comfortable with, and plan how often you will collect data. The frequency with which you need to collect data depends on your students' learning rate and characteristics.

Maintain Communication between Home and School

Develop and maintain a system of communication that meets the needs of your students, their families, and you. Communicating about everyday performance and events makes it easier to share information when things are not going well. The frequency and format of the communication is not as important as its predictability. Remember to share the positives and not just contact families with problems. Learn how to communicate with families from diverse cultural backgrounds.

Develop Your Communication Skills

Listening effectively is as important as expressing your ideas and opinions clearly. Remember not to use jargon, acronyms, and technical terms. Respond to family concerns and feelings, not just the words they are using. Learn to be comfortable as a professional who admits when he or she doesn't have an answer and offer to find the information.

Be Flexible in Solving Problems

It is easy for teachers and other school personnel to fall into the [mode of] "We don't do it that way" or "It would cost too much" or "Children with a certain disability receive a certain level of services." There is usually more than one way to solve a problem, and there is often room for each side to look at an issue from other perspectives and find the common ground. If both sides remain open to further communication, problem solving, and suggestions by outside sources, it is often possible to avoid due process. When either the family or school personnel become rigid, that possibility is gone.

If You Can't Implement the IEP, Inform Your Supervisor

Sometimes, teachers and related service personnel can't properly implement the IEP. It may be that you have not received defined training, the child is not able to progress with the staff levels available, the necessary inclusion hours are not being provided, or a child needs different curricula than what is ordinarily being used in the district. Let your supervisor know when you need additional support, materials, or assistance to implement each student's program.

It may not always be possible to prevent due process proceedings, but, often, good communications skills, flexible problem solving, and organized instructional planning processes allow families and schools to work together in a more positive, pro-active manner.

Susan Kabot is director of The Autism Consortium at Nova Southeastern University in Ft. Lauderdale, Fla. She is a member of CEC Chapter #121.

Reprinted from CEC Today, February/March 2003.



Mediation: Positive Solutions for Resolving Differences



Mediation has been an alternative dispute resolution option for parents and educators in the state of Arizona since 1985, well before mediation was mandated by the Individuals with Disabilities Education Act (IDEA) Amendments of 1997.

The Arizona Department of Education, Exceptional

Student Services (ADE/ESS), believes mediation to be a viable option to due process hearings. This [article] attempts to assist in giving a clear picture of the mediation process. If more information is required, please call the ADE/ESS as listed in the third question.

Q. What is mediation?

A. Mediation is a service provided to parents and schools to assist in resolving disputes related to special education issues. Issues that may be mediated deal with identification, evaluation, educational placement of a child, or the provision of a Free Appropriate Public Education (FAPE) to the child. If a consensus can be reached, the terms agreed upon are written into the mediation agreement to be followed by the parents and the school district.

Q. Are there any other processes that could be tried prior to requesting mediation?

A. Solving problems through the chain-of-command in a school or a district is usually best; i.e., teacher, principal, special education director, superintendent, and school board. However, it is not necessary to exhaust these channels before requesting mediation. Many times a concern can be handled informally by contacting the ADE/ESS Education Program Specialist...assigned to the district or charter school. With verbal consent from the parent, the [specialist] can contact the school and possibly remedy the concern without the parent needing to seek formal dispute resolution options. Additional information on solving problems informally can be obtained from www.ade.az.gov/ess/dispute, or by contacting one of the ADE/ESS offices listed in 3.A.

Q. When and how can mediation be requested?

A. Mediation may be requested whenever parents [or guardian] and a school district have reached an impasse or a disagreement so serious that the ability to communicate has stopped. Mediation can be initiated by calling the ADE Mediation Coordinator, 602.542.3084 or toll free, 800-352-4558. The ADE/ESS [school specialist] assigned to your school district or charter school may also be called: Phoenix, 602.542.4013 or toll free 800.352.4558; Southern Arizona, Tucson, 520.628.6330; and Northern Arizona, Flagstaff, 928.226-0849.

Q. Who administers the mediation process?

A. The mediation process is administered by the ADE/ESS.

Q. Who pays for mediation?

A. All costs associated with mediation sessions are paid by the ADE/ESS.

Q. Who can request mediation?

A. A parent [or guardian], a school district or a charter school can request mediation; however, both the parent and the school must agree to participating in the process.

Q. Where is the mediation session held?

A. The mediation session may be held at a mutually agreed upon location. Places frequently used are school district offices, ADE offices, or a community meeting room in a public utility (gas or electric company), a library, or a human services agency.

Q. What is the length of a mediation session?

A. A mediation session may be completed in half a day or in six to eight hours. It is rare to have sessions exceed one day. The length of the session depends on the issues and the willingness of participants to reach consensus for the mediation agreement.

Q. How many participants are allowed in a mediation session?

A. Three from each party has been considered a workable group. A larger number of participants has more difficulty reaching a consensus. The parents may want to include a family member, a counselor, or possibly an

advocate from a disability-specific organization. The school team may include the child's teacher, the principal, and possibly a psychologist or special education coordinator, but should include the personnel ultimately responsible for carrying out the mediation agreement.

Q. May attorneys participate in mediation?

A. Due to the nonadversarial and informal nature of mediation sessions, attorneys do not normally participate. If an attorney is present, the mediator will request that both parties (the parent and the school) speak for themselves.

Q. What happens if the written agreement is not adhered to by either party?

A. Since the agreement is usually incorporated into the child's Individual Education Plan (IEP), both sides have an obligation to honor the agreement. If either party chooses not to follow the agreement, then a due process hearing is the next option.

Q. If a due process hearing is requested, can the information from the mediation be used in the due process hearing?

A. Confidential information that is learned by either party during mediation, must stay confidential and may not be utilized in a due process hearing.

Q. What is the difference [between] mediation and a due process hearing?

A. The major difference is the informal nature of the mediation proceeding. Contrary to a hearing, formal minutes or a complete record of the mediation session are not taken. There is no questioning of witnesses, or legal language. In mediation, a written agreement or plan that will benefit the child is developed by all participants through a consensus process vs. a decision being made by a third-party hearing officer. Mediation is considered a win/win proposition.

Q. How does one prepare for mediation?

A. Preparation should begin by reviewing the child's educational, medical, and developmental records. The issues and needs of the child should be written down. Creative thinking of how to meet those needs should be done prior to the mediation. Forms to prepare for the mediation session are available from the mediation coordinator. Take all information to the mediation and make arrangements to remain at the mediation until

an agreement has been reached. Those people who can make decisions and commitments must be at the mediation in order for a workable agreement to be reached.

Q. What is the role of the parent?

A. The parent is the most knowledgeable about the child's history. The parent should be a good listener and be prepared with ideas and possible solutions to the issues raised. Keeping an open mind to explore a variety of options can help considerably.

Q. What is the role of the school ?

A. The staff of the school should be familiar with the student and his/her educational needs. The staff should be good listeners, have an openness to new ideas, and be prepared with possible solutions.

Q. What is the role of the mediator?

A. The role of the mediator is to communicate in ways that include placing the needs of the child first, defining issues, encouraging all participants, directing the discussion, encouraging consideration of options for solutions, stressing the positive, and advocating for respect of one another's opinions.

Q. What qualifications are required of a mediator?

A. Although there are no specific educational or occupational requirements, the ADE/ESS does seek to recruit and train individuals with particular abilities and characteristics:

- patience, empathy
- listening skills, emotional stability
- knowledge of special education
- tolerance and multi-cultural awareness
- ability to maintain a neutral, non-judgmental attitude
- ability to restate key issues

Q. Is special training required to become a mediator?

A. Yes. All mediators who facilitate mediation sessions for the ADE/ESS must attend a training program to become a state sanctioned special education mediator.

This information was taken from Parent Information Network document SA27, revised March 2003 by PIN Specialists Karen Santa Maria and Shirley Hilts-Scott. To receive a copy of the official document, contact Arika Brewer at 602.542.3852.

If Other Strategies Don't Work

by Kacey Gregson

If mediation is not a viable option for resolving a special education dispute, individuals or organizations have available the option to file an administrative complaint with ADE/ESS. Complaints must:

- Be written and signed—anonymous complaints will not be processed
- Include a statement that the public education agency has violated a requirement of IDEA or state special education law; the complainant is not required to identify the specific law or regulation
- Clearly identify the issue and provide sufficient facts that, if true, would substantiate that a violation has occurred
- Include the name of the child or children associated with the allegation
- Allege a violation that occurred not more than one year prior to the date the complaint was filed, unless a longer time period is reasonable because the violation is ongoing or the complainant is requesting compensatory services for a violation that occurred not more than three years prior to the date the complaint was filed

If a complaint meets the above criteria, it will be assigned to a complaint investigator for a full, formal investigation. During the formal investigation, the investigator will contact the complainant, the school and any other parties who may be able to provide information on the allegations. The investigator will also review the student's educational records and any other documentation pertinent to the investigation. Within sixty days of the filing of the complaint, a formal report called a Letter of Findings will be issued outlining the findings of fact, determinations of compliance or non-compliance, and a corrective action plan, if necessary. Corrective action plans are monitored by the ADE/ESS and failure to comply with the plan can have serious consequences.

Because many complaints can be resolved without the need for a full, formal investigation, the ADE/ESS has recently put in place an alternative dispute resolution

option called Early Complaint Resolution (ECR). ECR is a voluntary process that both parties to the dispute must agree to participate in after a formal complaint has been filed. During the ECR process, parties have ten days to engage in settlement-like discussions with the assistance of an ECR specialist assigned by the ADE/ESS. The specialist will work with the parties to identify the source of their disagreement and assist them in coming to a mutually agreeable resolution.

If the parties are able to resolve their disagreement through ECR, the specialist will assist in drafting a Letter of Resolution. This document clearly outlines how the parties plan to resolve the dispute and by what date the agreed-upon resolution must be completed. Like corrective action plans ordered in a Letter of Findings, agreements made in a Letter of Resolution are monitored by the ADE/ESS, with the same serious consequences for non-compliance.

If the parties cannot come to a resolution within the ten-day time frame (with extensions given if the parties are close to resolution), the complaint will be assigned to an investigator for a full, formal investigation.

Parents and schools also have the option of filing for a Due Process Hearing. Of all of the dispute resolution options, a Due Process Hearing is the most formal. Due Process is available to resolve any special education dispute involving identification, evaluation, placement, or provision of a Free Appropriate Public Education. Although Due Process can be costly and adversarial, it is sometimes the best option for resolving a dispute.

Additional information on special education dispute resolution can be obtained from the ADE/ESS web site at www.ade.az.gov/ess/dispute.

Kacey Gregson is the director of dispute resolution at ADE/ESS. Prior to her current position, she was the assistant attorney general assigned to the ADE/ESS.



A Special Thanks to Article Contributors for this Issue

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Schools Have Success on the Employment Board

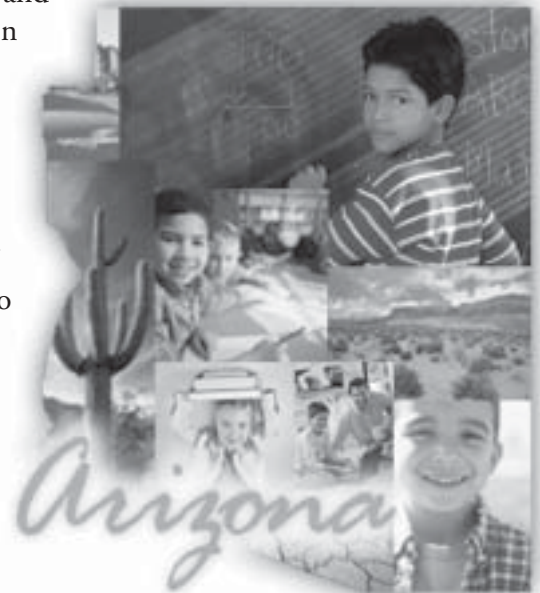
Gloria Proo of Pima Vocational High School recently used the Arizona Education Employment Board (AEEB). She said, "I wanted to thank you for this opportunity to post a job opening. I obtained a very good candidate for the science/math teaching position through your service! I was not having success in other avenues. Thanks."

The AEEB is an information system developed to assist schools in hiring personnel and individuals who are seeking employment.

The AEEB contains job postings for each of Arizona's numerous school districts, charter schools, private schools, secure care facilities, and other education agencies. The jobs that are posted range from principal to secretary and from 12th grade science teacher to preschool special education teacher.

Each posting has a detailed description of the job and contact information the searcher can use to learn more about the position. If the school has a web site, there will be a link next to the posting that the user may click on to find information about the school. If the contact person has an email address, the user may choose to send a resume via that medium.

<http://www.arizonaeducationjobs.com>





Building a Strong Foundation

School Readiness Based on the Social-Emotional Development of Young Children

By Cheryl Blackwell

Much emphasis is currently placed on pre-academic and pre-literacy skills in early childhood. In spite of this, research evidence from the Kauffman Early Education Exchange, the National Academy of Sciences, and others has demonstrated that it is equally important for children to enter school with well-developed social skills. Such children are most likely to succeed and least likely to need costly intervention services later through either special education or juvenile justice.

The science of early childhood has repeatedly provided evidence that strong social-emotional development underlies all later growth and development. Young children who develop strong early relationships with parents, family, caregivers and teachers learn how to pay attention, cooperate and get along with others. As a result, they are confident in their ability to explore and learn from the world around them. Stated simply, positive relationships are essential to a child's ability to grow up healthy and achieve later social, emotional and academic success.

School success requires young children to: understand their own feelings and the viewpoint and feelings of others, cooperate with both peers and adults, resolve conflict successfully, and control their own behavior. Evidence shows that young children who have established positive relationships with parents, caregivers and teachers are secure and confident in exploring new situations and mastering learning challenges.

During the first year of life, joint attention occurs between mother or caregiver and child when the infant and adult are interacting and establish the earliest stage of pre-language communication. Play is the best way for preschoolers to develop pre-literacy language and communication. As they grow, the adults who care for them and their attitudes, beliefs and level of literacy influence children's exposure and interest in reading. Studies developed from review of available research provide compelling evidence that nurturing relationships and responsive social environments set the stage for language and literacy as children grow and mature.

With more than 60 percent of children under age six in some form of child care, it is clear that early childhood educators play a major role in shaping young children's social, emotional and cognitive development. Despite the extensive knowledge available detailing how early relationships set the stage for later academic achievement, it can be challenging to find easy language to explain the importance of social-emotional development to the general public and policymakers with so much emphasis on teaching pre-academic skills. Given the current economic environment at the federal and state levels, most of the policies that do exist are under-funded and do not provide resources necessary to implement practices that science has shown lead to both positive social-emotional development and later school success.

Recommendations from the research by The Kauffman Early Education Exchange 2002 state the

time is right to build on the knowledge base and current initiatives targeting school readiness and success for young children and families. Educators can accomplish this by:

1. Understanding that social-emotional development and academic achievement are not separate priorities. They must be understood as representing the continuum of development that is needed for children to grow up healthy and succeed in school.
2. Understanding the knowledge base linking social, emotional and cognitive development exists but that it needs to be more broadly disseminated. Parents, teachers, caregivers, and policymakers must know the situation in order for them to make a public investment in programs and practices proven to help young children succeed in school.
3. Programs need to provide training and education that promote social-emotional development and the importance of strong relationships between young children and their families, teachers, and caregivers. Only through such services can young children succeed without the need for costly interventions in special education or juvenile justice.
4. Providing high quality early care and programs as one of the first lines of defense.
5. Use of intentional social and emotional interventions in the context of early childhood programs.
6. Raising community and congressional awareness: (a) of our joint responsibility to establish policies that enhance the social, emotional and cognitive well-being of infants, toddlers, preschoolers, and their families as a priority, and (b) receive appropriate public investment in order to achieve the goal of children entering school ready to learn and succeed.

For more information on the importance of social-emotional development in young children go to: www.emkf.org and www.gettingready.org.

Cheryl Blackwell is the preschool special education coordinator at the Arizona Department of Education.

Special Education Advisory Panel

The State of Arizona has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education-related services for children with disabilities. The public is encouraged to review the panel's agenda postings and provide input at meetings.

The last meeting date for the current school year is scheduled for: May 18, 2004

The meeting will be held from 9:00 am to 3:00 pm in Room 417 at the Arizona Department of Education building at 1535 W. Jefferson, Phoenix, Arizona.

For additional information, meeting agendas, and minutes, visit the web site at <http://www.ade.az.gov>. Click on "Educational Programs and Services," then "Special Education," then "Special Education Advisory Panel." Or, contact Jeannette Zemeida, Administrative Assistant, ADE/ESS at 602.542.3855.



**Want your own copy of the
*Special Edition?***

Send your mailing address to Cande Barfuss at mbarfuss@ade.az.gov or call her at 602.364.3184.

TUSD Keeps Data to Support the APS Program

- Only 14% (1 out of 7) had prior community-based volunteer/paid work experience before starting in APS
- Currently, 86% (6 out of 7) have had the opportunity to volunteer in a community-based site of their vocational choice
- Only 14% had paid community-based work experience prior to starting with APS, and this student quit after a few weeks
- Currently, 71% (5 out of 7) have paid employment with local employers
- Only 14% had prior skills to use Sun Tran bus (public transportation) for community transportation
- Currently 100% of the students have the skills and use Sun Tran bus for daily transportation



Social Skills: TUSD Students Jump the Hurdle to Success

By Dan Perino, Merry Ireland, Ellen Witter-Tilton, Tim Meyer and Cheryl Lennon

Teachers have high expectations for their students. Students are expected to learn and retain a significant amount of academic information and a considerable number of life skills, as well as mature into socially appropriate young adults. To help accomplish this daunting task students can remain in school until their 22nd birthday. While spending an extra year or more in high school can benefit many students, it can also be a tremendous detractor.



Typically, students with disabilities start their freshmen year with their peers at age 14. By their senior year, or age 18, students without disabilities are generally ready to graduate and go on to college or get a job. Students with disabilities have to make a choice: graduate with their friends or stay in high school. Certainly if the student needs to take one or two more classes to meet the graduation requirements it is time well spent. But for those students who graduate based on their Individual Education Plan (IEP) the high school campus is normally the least desirable place for them to mature into socially-appropriate young adults. The reason? There are no age-appropriate role models to emulate, or naturally occurring environments in which to practice their skills.

Recognizing the limitations of the high school campus, Tucson Unified School District's Exceptional Education Department in cooperation with Pima Community College, West Campus has implemented a program to provide students with disabilities 18 years of age or older an opportunity to continue their education on a community college campus with same-age peers.

Accessing Post Secondary Settings (APS) is a federally-funded grant program that serves 18- to 22-year-old students with disabilities. The program is based at Pima Community College, West Campus in Tucson, Arizona. Many of the students currently served after graduation are from a Tucson Unified school district high school. These students are enrolled in college classes usually at their developmental level or under 100-series classes. Students receive tutoring and mentoring services.

Some students in the program have not graduated from high school and are not enrolled in academic college classes. They participate in a community-based instruction component. This includes career exploration, social skills training and independent living skills. Functional academics are imbedded into all activities. One appealing factor of being on a community college campus rather than a high school campus is that it gives students an opportunity to interface with their same-age peers.

Social skills are one of the key instructional components and are taught on a daily basis across all content areas and environments. Typically, social skills are taught as part of a life skills or career exploration unit. Instructional materials may include standardized curriculum, videos, and role-playing. While this part of the Project APS curriculum is beneficial, the most important element of the program is the opportunity to apply social skills in the naturally occurring environments that include peers and the general public.

Project APS has implemented a three-pronged instructional strategy. Students are provided with the applicable social skills information during classroom instruction. They are then given the opportunity to apply the social skills in a variety of campus and community settings. Upon returning to the classroom, a constructive review by instructional staff and peers on their performance is completed.

Development of the three-pronged approach was a product of necessity. At the start of the school year, it was assumed that 18- and 19-year-old students would be able to wait appropriately, make eye contact, extend their hand, or say hello. After completing a tour of several career exploration sites, it became apparent that students did not know how to appropriately initiate interactions with tour guides and respond to others. When encouraged by instructional staff to socially interact, it was difficult and sometimes seemed painful for the students. For example, while waiting in the lobby of a newspaper office, staff observed students moving about the room without regard to boundaries, talking loudly or curled up on the couch. When the tour guide came into the office, students did not stand up, make eye contact, or respond to the guide's welcoming remarks.

An example such as this points out that their current social skills may be acceptable on a high school campus with 16-year-olds, but are not compatible for successfully making friends on a college campus, obtaining and maintaining jobs, and generally being part of society. Social skills cannot be taught in isolation or once in while, but must be imbedded in all activities every day.

As part of the daily curriculum, students participate in role-playing in the classroom to give them an opportunity to practice greeting others, shaking hands, and asking and responding to questions. Students also watch videos that portray scenarios in which the students might find themselves and different ways they could respond, e.g., asking for help, requesting information, accepting criticism, etc. Students learn about their own personality styles, what their strengths are, and what they can offer a prospective employer or peer. Body language and how people can interpret it to mean different things is discussed. Video taping students during activities has helped them to quickly recognize how their body language can send the wrong message to others. With practice comes confidence. But all of the instructional time and role playing are wasted if the student does not have an opportunity to practice the skills in naturally occurring settings then be provided with a constructive critique on his or her use of the skills.

The public seems to have lower expectations for adolescents with special needs in regard to exhibiting appropriate social skills. But educators know that this lack of appropriate social skills puts students at risk for failure. Therefore, it is critical for schools to develop programs that provide instruction as well as opportunities to practice learned skills. Students with disabilities who participate in society by applying appropriate social behavior tremendously increase their chances for a lifetime of success.

Dan Perino is the project coordinator for Project APS. If you are interested in developing a similar model please contact him at Tucson Unified School District, Exceptional Education at 1010 E. 10th Street, Tucson, AZ 85719, email dan.perino@tUSD.k12.az.us, or phone 520.232.8430.

Reporting IEP Students as CTE Program Completers

The Career and Technical Education (CTE) Division has received a number of questions asking if it is possible to report as a “program completer” a CTE student who has an Individual Education Plan (IEP). With current focus on reliable and accurate data based on very specific definitions and collected by the U.S. Office of Vocational and Adult Education, and considering the circumstances of the unique IEP, please use the following parameters in determining whether or not it is appropriate to report a CTE IEP student as a “program completer.”

The Arizona definition of a CTE “program completer” is a concentrator (achieved at least two Carnegie units/credits in a single CTE-approved program, with at least one unit in a Level III course) who has either passed the state-adopted technical assessment, or in the absence of an assessment, has passed at least 80 percent of the total program competencies and is documented as attaining at least 80 percent of the occupational Level III program competencies.

To be reported as a CTE “program completer,” an IEP student participating in CTE must have an Individualized Vocational Education Plan (IVEP) related to and in addition to the required IEP and Transition Plan. The IVEP may be combined with or attached to the IEP and should be facilitated by the district special education personnel responsible for the IEP. This IEP/IVEP must be developed based on the student’s Least Restrictive Environment and Transition Plan, with input from the vocational instructor, as well as other appropriate individuals.

Certainly, if at all possible, every student would ideally meet the Arizona definition of a program completer. However, in the event that a documented disability prevents the student from meeting that definition, the IVEP for this student must list the specific occupational competencies (including instructional modifications/strategies necessary for the student’s success) which the individual must attain in order to be considered a program completer. Please visit www.aztechprep.org for a listing of the current CTE program competencies. Keep in mind that the IEP is considered legal documentation to designate graduation in addition to CTE program completion.

In the future, Arizona CTE assessments will be organized around CTE program competencies, making it possible to assess students in various ways throughout the CTE program experience. To view the draft list of assessment resources, please visit the ADE web site at www.ade.az.gov/cte/WhatsNew/. In the meantime, attainment of specifically designated competencies for CTE IEP students must be documented and available for verification in the same way other competency attainment is documented for non-IVEP students. Samples of acceptable competency record-keeping forms for all CTE programs can be found at www.aztechprep.org.



Improving Professional Development Practices

learning. Data about student performance and student work should become tools for pulling a school faculty together to work collaboratively on helping students reach agreed-upon standards. Teachers want—and research confirms the wisdom of—continuous learning opportunities that are focused, reflective, and coherent.

Recent research on professional development opportunities in California, for example, reveals the importance of quality professional development. The study found that fourth-grade students taught by teachers who participated in content-specific professional development on math skills over an extended period of time achieved higher scores on the then-existing state test than did students whose teachers attended typical workshop-type development activities.

Two important tools for shaping such professional development have emerged in recent years. One is the professional development school. It replaces the traditional relationship between college campuses and K-12 schools—a volunteer veteran teacher supervising individual student teachers for a limited time. Instead, professional development schools are partnerships with two-way benefits—the whole school is transformed into a clinical site dedicated to best practice and professional growth, while the university faculty gains knowledge from hands-on work in the school.

The other development is teacher networking. Teachers of like minds often find ways to get together, such as the North Dakota Study Group for progressive educators or Vermont's Bread Loaf network for rural educators. In recent years, spurred by a foundation-funded collaborative in math and the humanities, teacher networks have become a major force for professional growth. Telecommunications make networking even more accessible and flexible.

Promising Practices: New Ways to Improve Teacher Quality
- September 1998
<http://www.ed.gov/pubs/PromPractice/chapter6.html>

Most [schools] support teachers' investment in their professional knowledge and skills. Teachers take advantage of classes sponsored by their [districts], work on advanced certificates or degrees, and attend workshops and summer institutes. Yet, these efforts often have little impact on student learning because they tend to be disjointed, unfocused, and offer teachers few opportunities to learn by doing and reflecting on practice with their colleagues. In other words, professional development frequently lacks connections to practice and to high standards of student achievement or teacher development.

Changing these patterns in professional development is quite a challenge. Short-term, disjointed development activities represent a significant "industry" in education. However, focused professional development that is based on high standards of teaching and learning and that profoundly changes practice is essential to improved teaching and better student achievement.

Fortunately, there is now much agreement about what professional development should be. It should be focused on what teachers in individual schools need to know and be able to do for their students. Teachers should work together to design and implement professional development based on shared concerns and strengths. Ultimately, professional development should build "professional communities" committed to higher student

The Importance of Teaching Social Skills

Project ACHIEVE

By Howard M. Knoff, Ph.D.

There are three primary elements needed for any successful school discipline and behavior management system. These elements are: (a) the development of student and staff skills that result in students' demonstrating pro-social interpersonal, problem-solving, and conflict resolution skills; (b) the development of teacher, grade-level, and building-wide accountability systems of meaningful incentives and consequences; and (c) the development of staff and administrative consistency such that skills are taught and student behavior is reinforced in a constant and predictable fashion.

The development of pro-social skills is critical relative to students and effective discipline programs. Over the past fifteen years, Project ACHIEVE's **Stop & Think Social Skills Program** has become the nucleus of this first element of an effective school-wide discipline program. Briefly, the **Stop & Think Program** utilizes a social learning theory approach where specific skills (e.g., the first five skills typically are listening, following directions, asking for help, ignoring distractions, and dealing with teasing) are taught within the context of five steps. The five steps are:

- Stop and think!
- Are you going to make a good choice or a bad choice?"
- What are your choices or steps?
- Just do it!
- Good job!

The teaching involves modeling a specific skill, like Dealing with Teasing, with its five-step "script," having students role-play the skill and script in simulated situations, providing the students feedback on their "performance," and transferring this training to other times, settings, and situations. In a Project ACHIEVE school, every teacher is trained and prepared to effectively teach the **Stop & Think Social Skills Program** to their students on a bi-monthly basis in their classrooms.

Project ACHIEVE is an evidence-based school reform and improvement program that has been designated an exemplary national model prevention program by the U. S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration and the U. S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Project ACHIEVE places particular emphasis on increasing student performance in the areas of social skills and conflict resolution. Other important aspects of the project are: (a) improving student achievement and academic progress, (b) facilitating positive school climates, and (c) increasing parental involvement and support. For a more complete description of the program, visit the web site at www.projectachieve.info.

Howard M. Knoff, Ph.D. is the director of the Arkansas Department of Education State Improvement Grant.

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SUPPORT Cadre Expands Services

The SUPPORT Cadre is pleased to announce new collaborations with the Arizona Behavior Institute (ABI) and the Traumatic Brain Injury (TBI) Resource Team.

Individuals who have completed coursework, trainings and/or fieldwork requirements have been recruited and encouraged to apply as cadre members. Each cohort has received extensive training through the support of the Arizona Department of Education, Exceptional Student Services. This collaboration brings a wealth of new knowledge to the SUPPORT Cadre as well as increases the depth and breadth of the consultant “bank.” The new recruits will be able to utilize the SUPPORT Cadre as a vehicle to deliver their newly-honed skills throughout the state.

The cadre extends a sincere thank you to ADE staff Katherine Huizenga, Valerie Luks, Steve Mishlove, and Joanne Phillips for their efforts and support in coordinating the TBI Resource Team and the SUPPORT Cadre.

Additionally, the cadre recognizes the efforts of Miriam Podrazik (ADE), Karen Pukys (ASU), Jolenea Ferro (U of A) and Joan Oakes (NAU) for bringing the ABI behavior support specialists and coaches together with the SUPPORT Cadre.

The SUPPORT Cadre has completed another successful year of providing schools with peer consultations statewide. This service is generated by requests from individuals in schools who want assistance with a student issue, classroom, special interest, and/or administrative guidance. For information about this free service contact June Torrance, Coordinator at 480.570.9046.

How Does Employment Affect Disability Benefits?

By Donna Kruck

Do you find Social Security benefits confusing and even scary at times? If so, you're not the only one! Thanks to advocates, you have a new resource: the statewide *AZ Freedom to Work* benefits planning, assistance and outreach project coordinated by ABIL. They are certified benefits specialists trained by Virginia Commonwealth University in the Social Security Work Incentives and other disability benefits. They have staff located at four of Arizona's five Centers for Independent Living: ABIL (Phoenix/ Central Arizona), DIRECT (Tucson/ Southern Arizona), New Horizons (Prescott Valley/ Northern Arizona) and Yuma (Yuma/Parker). Their work incentive specialists can help families of students with disabilities understand the effect earned income will have on their unique combinations of benefits.

There are several incentives like the SSA Plan for Achieving Self-Support and the Student Earned Income Exclusion that can be particularly helpful for young adults. Social Security benefits no longer have to be a mystery. Knowledge is power. Parents can begin to plan for their child's future independence now.

For more information contact us at 602.256.2245 (V/ TTY—Phoenix) or toll free at 866.304.WORK or Habla Espanol 602.424.4105.

The *AZ Freedom to Work* program is funded through a grant from the U.S. Social Security Administration as an outcome of the historic federal Ticket to Work and Work Incentives Improvement Act of 1999.

Student Involvement Taken to a New Level

By Jana Bays

“Student Participation in the IEP” is one of the newest trainings for high school students to sweep Arizona schools. The purpose of this two-hour training is to get students more involved in their own IEP; after all, the IEP is all about them.



During this training, students walk through the process of recognizing their disability, finding out what their learning style is compared to the teaching styles they receive, and investigating their own strengths and barriers. Students figure out what classroom accommodations are most helpful to them, and in which subjects they could be implemented. Students are also given a chance to start planning for life after high school including career choices, housing, transportation, how much they will need to earn, etc. They learn how to plan for their future, identify the barriers they face, and foresee a career based on their strengths and weaknesses. These skills strengthen student ability to participate in their own transition planning during the IEP process.

Many students were very excited about the training. “Thank you for showing me how to understand what accommodations I may need,” said one student, “and how to find out what my learning style is.” Some

students felt uncomfortable at the prospect of speaking to their IEP team about what they needed. However, most gladly filled out the student input form, the learning styles worksheet, and the accommodation worksheet and took them to IEP meetings to share with the other members of their own IEP team.

After last year’s trainings were completed, schools were surveyed to see how many students participated in their IEP at any level and how many students incorporated the new process learned through this training. Many schools reported that it was now standard practice to invite every special education high school student to attend and participate in their IEP meetings.

Some students are wary of speaking up during the meetings, but by bringing the information (via the input forms from the training) to the IEP meeting, they have a modality in which to share needed input. Other schools reported that all high school students in special education now attend and participate in their IEP except those who are absent or have testing during the time of the meeting.

This training was also presented to various groups of educators, principals, counselors, and therapists. Some of their responses were:

“I will now have all my students participate in their IEP and have them use the learning styles worksheet and the student input form.”

“This training had very usable information and great worksheets.”

“The accommodation and learning style worksheets will be used with all our high school students.”

To schedule “Student Participation in the IEP” training in your school or district, contact the PIN specialist for your county: www.ade.az.gov/ess. Click on “Parent Information Network.”

A Road Map to Arizona Literacy

SIG (State Improvement Grant) Goal 3...Even Start ...Head Start...Reading First...ALLC (Arizona Literacy and Learning Center)...Early Reading First ...Motheread...Family Place...R.O.A.R. (Reach Out and Read)...HIPPIY (Home Instruction for Parents of Preschool Youth)...F.A.C.E. (Family and Child Education)...Title I...Baby F.A.C.E....Arizona READS (Readiness, Early Diagnosis, Accountability, Development of Teacher Expertise, and Support)... No Child Left Behind... What do all these have in common? They are national, state, and local programs or initiatives working in Arizona to increase the literacy and reading skills of our children and families.

The No Child Left Behind Act was signed by President Bush in January 2002. Key to this legislation is the Reading First initiative—the largest and most focused early reading initiative the United States has ever undertaken. Reading First aims to ensure that every child can read at grade level or above by the end of the third grade through the implementation of instructional programs and materials, assessments, and professional development grounded in scientifically-based reading research.

In 2002, the Arizona Department of Education applied for and received federal funds to implement a State Improvement Grant (SIG). Under the direction of Julie Gasaway, this five-year project focuses on three major goals:

1. Reducing teacher turnover and increasing the number of certified teachers
2. Improving programmatic compliance and effectiveness in charter schools
3. Improving early literacy and reading skills for children and youth with disabilities

Rationale for the inclusion of Goal 3 was the fact children with disabilities in Arizona scored below their non-disabled peers on both national and statewide measures. Two areas targeted to alleviate this are: 1) developing teacher expertise and 2) developing increased parent involvement. Research has noted the more skilled the teacher, the higher the achievement of the students. Efforts to improve children's outcomes are much more effective when the family is actively involved. SIG partners include collaboration from those working from the cradle (AZEIP—Arizona's Early Intervention Program under Part C) to college (our state's institutions of higher education including community colleges and universities).

The development of a newsletter and web site are major objectives of Goal 3 to help share the accomplishments of the SIG partners in early literacy and reading interventions to Arizona families and educational personnel. Future issues will include an overview of Arizona's literacy partners, in-depth review of SIG partner accomplishments, and activities for parents and professionals to duplicate in the home and classroom.

Locate the newsletter at www.azsig.com/sig3web.htm.

Parents and Professionals... Don't Miss Out Enhancing Arizona's Parent Network

Check out the Enhancing Arizona's Parent Network's (EAPN) web site to take advantage of the wealth of information available to parents of children with disabilities. Print, copy and distribute the Training and Event Calendar and make your community aware of the wide variety of activities and events occurring in your area. The Information and Leadership articles are updated regularly. "Bookmarks" are a great promotional tool for getting the word out to families about this invaluable resource. If you would like copies in English or Spanish, contact Becky Raabe at beckyraabe@aol.com or 928.526.2566.

Nine Characteristics of a “Highly Qualified” Parent

by Laura Young

One of the mandates of the “No Child Left Behind” legislation is that a “highly qualified” teacher should teach children in every classroom in America. States have been required to determine the characteristics of a highly qualified teacher, taking into account formal college preparation, years of teaching experience, professional development, graduate level college studies, and participation in various education-related opportunities. Also, states are required to establish academic standards for core subjects and a test that determines mastery of those standards at regular intervals as a child progresses through elementary and high school.

Few people doubt that putting all of this into place will contribute to helping children master the skills they need to succeed in school and in the real world. However, every educator knows many children will not succeed without parental support of the educational efforts of the schools as well. The average child spends about nine percent of his time in school and about 91 percent of his time elsewhere from birth through the age of 18. This leaves teachers and school staff with a very small percentage of time to influence a child’s learning.

Following are some of the characteristics that “highly qualified parents” have in common.

1. They make sure their child arrives at school on time every day unless the child is ill. While an occasional, unavoidable emergency may make it necessary for a child to be absent, they consider the fact that missing school for more than three or four days a year for any reason will probably negatively impact his learning. The following generally are not acceptable reasons for missing or arriving late to school:
 - a. To baby-sit for younger children
 - b. To drive a family member to an appointment
 - c. To go on a family vacation because the parent cannot get leave during school vacations
 - d. To spend time with someone who is visiting
 - e. To go on hunting or shopping trips
 - f. To go places with parents because the parent will not be home when school is dismissed
 - g. To help cook or prepare the house for a special event
 - h. To attend funerals for people other than immediate family members
 - i. Because a train blocked the road to school
 - j. Because someone did not wake up the child on time
 - k. Because he could not find his shoes/jacket/backpack
2. They read to their child from the time he is a baby and impress upon him that reading is an important and valuable skill. If they do not read English, they read in their native language. If they cannot read well, they find other opportunities such as recruiting older siblings or other relatives to read, taking the child to public read-aloud programs such as those available through most libraries, or using books on tape to provide the narrative while they and the child turn the pages of the book and look at the pictures.
3. They instill in their child the belief that education is of the utmost importance. They make it clear to their child that working hard in school is his most important job. They encourage his attempts and reward his successes. They make sure that their child does all of his homework each day. If he has difficulties in a particular area, they support him by helping him with the difficult subject or by finding a tutor or someone else who can help him.
4. They encourage their child to speak proper English and impress upon him the importance of speaking correct English in order to be a successful, independent citizen in this country. If they do not speak English themselves, they encourage their child to teach them the English he learns in school. If they speak non-standard English, they let him see their attempt to learn correct English.
5. They know that they are partners with the teacher who will work together to help the child succeed in

school. They keep in contact with the teacher, visit the child's classroom(s), and attend events to which parents are invited at the school. They know that even truthful children often report things seen through the child's own eyes, which may not reflect all the facts in a situation. They let their child know that they support his teacher's efforts and will make an attempt to talk to the teacher first when problems arise. If they have concerns about a teacher's competency, they discuss them with the appropriate school administrator rather than showing disrespect for the teacher in front of the child.

6. They make sure their child's physical needs are met. They see that their child gets the necessary amount of uninterrupted sleep at night, that she eats a good breakfast before coming to school, dresses appropriately for the weather, and a doctor sees her regularly for immunizations and check-ups.
7. They show an interest in what their child does and with whom. They know her friends and how she spends her free time. They restrict television, video games, computer use, and other types of recreation to appropriate activities and amounts of time, making sure that homework and other learning opportunities come first.
8. They communicate family, religious, and ethical standards to their child and make family expectations

for her clear. They teach her that the excuse "but everybody else is doing it," is not an acceptable reason for doing anything.

9. They are alert to unexplained changes in their child's behavior. They know the signs that may indicate drug use, gang activity, anti-social behavior, or depression and do not hesitate to ask questions, attempt to determine the reason for the change, or to seek help.

Highly qualified parents are not perfect. They do not necessarily have a high level of education or make a lot of money. They do not know all the answers, but they do everything in their power to help their child succeed in school and impress upon him or her that school success is of the greatest importance.

Teachers and school administrators cannot solve all the problems involved in helping every child achieve success. It takes a team effort, which must include concerned, caring parents as well as school personnel.

To speak with someone who has experience and can help answer your specific questions, please contact the PINS liaison for your county: www.ade.gov/ess. Click on "Parent Information Network."

Laura Young is the SIG Goal 3 Coordinator.



- Social skills need to be modeled and promoted through direct teaching with multiple exemplars and clarification of examples and nonexamples.
- Social skills groups should be settings for peer-inclusive activity; therefore, peers should be included in social skills groups to facilitate the learning of students with behavior problems.
- It is critical to teach and reinforce the skills incidentally throughout the school day in addition to instructional time to promote generalization and maintenance.

All teachers and school staff must model and reinforce skills across the curriculum. Opportunities abound to



teach social skills. Recess and physical education offer appropriate arenas for students to use their social skills to cope with peers, losing, winning, and sharing. The classroom provides group skills opportunities including

goal completion, organization, responsibility, and teamwork. The cafeteria allows the chance to use etiquette, table manners, proper voice and peer interaction skills. All settings in the school provide a social lab where students can practice the social skills they have learned.

Social Skills in the Workplace

Transition goals outlined in the IEP are the essential components designed to prepare students for success. Transition services guide a student from the middle school through the high school and onto functional life and the workplace. Therefore, teaching social skills for the workplace is a necessary part of special education. Transition services can provide students the opportunity

to work with others at the school setting and in the community. Students taking advantage of these opportunities are personally responsible to be appropriate, mature, and professional in the work environment. Giving a student work-study as part of the IEP allows students the chance to work in a controlled environment with supportive staff, skill reinforcement, and room to improve and practice learned skills. The assisting staff needs to have the training to guide a

student with patience and perseverance because a work situation may lead to behavior problems instead of improvement.

The community holds additional workplace opportunities. Community businesses may be willing to accommodate students with employment as part of the IEP's transition services. These opportunities allow students to use their social skills in a setting that is less controlled than the classroom or school setting. Employers must be trained to handle students appropriately, especially those students with disabilities. Employers will guide students in developing social skills appropriate for the workplace and long-term employment.

Intervention Strategies for Success

Educators need to identify deficiencies and strengths in social skills for individual students by conducting a needs assessment. Teaching strategies are then designed to enhance strengths and build skills to maximize the potential of each student. The keys to success lie in two areas. Students must first understand the purpose in learning. Particularly as students progress through school, they need to realize the importance of building such skills. Second, educators need to be aware of the critical nature of building self-esteem since this is a significant factor for predicted success in school. Understanding the needs of students with disabilities, designing teaching strategies to address those needs, and focusing on aspects leading to positive motivation contribute to the development of skills needed to move forward in pursuit of life beyond the school campus.

Conclusion

Teaching social skills to students with disabilities creates long-term opportunities for greater success in the classroom, the school setting, and the future workplace. Students with the ability to work with others, work toward goal completion, adapt and cope with situations, and behave appropriately increase their overall independence and personal success. Teachers must research and plan for the skills that are necessary and appropriate, identify the best methods for teaching those skills, and offer opportunities to use and refine those skills. This can make the difference between a lifetime of dependence or a lifetime of success.

References are available upon request by contacting Andrew L. Smith at smithboy@email.uophx.edu.

Andrew L. Smith, M. Ed. is principal and special education director at Wellton Elementary School District #24 in Wellton, AZ. He is completing a Doctor of Management degree through the University of Phoenix.

Dr. Dawn Iwamoto is currently Dean in the School of Advanced Studies at the University of Phoenix. She is an educator with specializations in leadership, curriculum, and instruction.



The Professional Development Leadership Academy Summit

June 22-24, 2004

The Professional Development Leadership Academy (PDLA) will hold the Third Annual PDLA Summit titled “Pathways to Progress: Guiding Powerful Professional Development.” In addition, a pre-conference team planning session will be held on June 21 for interested teams. Prescott Mile High Middle School will host approximately 25 participating teams from districts, counties and charter schools. The summit will emphasize change theory and offers each team a choice of extended focus sessions relating to their growth needs. Focused sessions will include professional development planning, benchmarking and monitoring change through the use of innovation configurations, capacity building through facilitation and leadership of professional learning communities, creating effective professional development content through standards and planning, and blending funding through budgeting and leveraging resources. The summit presents a tremendous opportunity for teams to continue their learning and process best practices in professional development. For more information please call Miriam Podrazik at 602.364.4005.

Professional Development Leadership Academy: Teams on the Move

Wonderful stories abound throughout Arizona about how educators are changing their approach toward professional development. These changes have guided school improvement and leadership efforts and are showing real results for students! Here are a few examples:

Tucson Unified School District Team

- Using NSDC Special Projects Coordinator Joellen Killion's theory of change model to influence how professional development is planned and implemented
- Has offered training on high quality professional development and what it means for TUSD
- The Special Education Leadership Team has developed a study group using Rick DuFour's book on professional learning communities

Pima County Team

- Received a Board of Regents grant for their induction program which will build stronger links with the University of Arizona teacher preparation program
- Writing a K-12 Center induction grant for charter schools in the county
- Attended Joellen Killion's NSDC training entitled Assessing Impact: Evaluating Staff Development and report that the training helped their team develop a broader understanding for their cooperative teachers program

Prescott Team

- Attended Joellen Killion's NSDC training entitled Assessing Impact: Evaluating Staff Development which has helped their team to better understand the theory of change for professional development
- Held several in-service trainings on action plans based on their site's data
- Each PDLA team member has adopted a school in the district to mentor
- All schools have action plans that will be submitted to the board in April
- Next step is to support students in their action plans
- Developed a book study group on Ruby Payne's material relating to high poverty schools
- Coordinating a grant application with Humbolt, Chino Valley and Yavapai College for differentiated instruction and English language learners

Snowflake

- District strategic plan has been developed and professional development is in all strands
- Six principals attended the Pacific Institute for Learning Communities and are very excited about changing their schools based on what they have learned; 40 teachers will go through the program as part of their induction requirements
- All superintendent and district meetings have had time on the agenda to discuss professional development
- Recently added new team member

- 137 individual professional development plans completed in the district in conjunction with 301 plans
- Professional development plan will be submitted to the board in April

Navajo County Team

- Held “Data Driven Decision Making” training for 700 people in the county; will do follow-up on training through on-line model
- Still working on how to serve the northern half of the county north of I-40

Dysart School District

- PDLA activities have expanded to two elementary schools and one high school
- Organized a book study group on diversity guided by principles

ASU

- ASU Course 311 and 394 now have required special education components—regular educators and special educators are working together in the course offerings at ASU
- Estrella Community College also has received the course syllabus and will modify their program to include special education requirements

Coconino County Teams

- Working with Tuba City and Flagstaff districts
- Coordinated other grants with PDLA activities
- Close to receiving 100% of the needs surveys sent out to school personnel and will summarize the survey data

Marana

- Began implementation of three-part training on ELL strategies with overview and observation protocol components; Over 300 teachers participated in the first phase
- Continuing to refine team structure and responsibilities
- Providing follow-up to Kid Writing training



Social Skills resources

Comic Strip Conversations

by Carol Gray

With the help of her son’s speech pathologist, Joyce Millard-Hoie, the parent of a son with autism, made use of a number of resources, including Carol Gray’s book, *Comic Strip Conversations* to develop activities for teaching social communication skills to her elementary school-age son. She depicted various situations like riding the school bus or eating in the lunchroom. Then she coached her son to make decisions on what is appropriate to say for each of the comic strip frames and fill in the “bubbles” over each character’s head.

With these activities, Joyce demonstrated how people use language and other forms of interaction in social situations. Her son did not have his first “real” conversation until 11 years of age. She found this technique helped her son learn how to start and stop conversations, rather than his practice of “lecturing” by repeating word-for-word something he had read in the encyclopedia.

You can find *Comic Strip Conversations* at Amazon.com and other online booksellers.



Raising Special Kids has a booklet in their lending library entitled “Teaching Social skills to elementary School Age Children” (1989). To check out this resource call their office at 602.242.4366

Parents-Take Advantage of Community Resources

Plan Ahead for Summer Activities

The job of finding the right summer program for a child with disabilities can take some time. Parents who start the process early stand a better chance of finding a program with openings that meets the needs and interests of their child.

Many communities have programs and services that are specifically designed for children with disabilities. Also, with collaborative planning, many regular programs can make needed accommodations.

There are a number of questions you can ask yourself to get you started.

- What types of recreation activities or sports does/ might my child enjoy?
- What specific talents or interests does my child have?
- What skills does my child need to develop to take him successfully into adulthood?
- What level of accommodation does my child require to participate in specific activities?

Don't be afraid to try something new. Your child may find an activity that he will enjoy for the rest of his life.

Places to Check Out:

- Summer camps
- Schools
- Community recreation programs
- Disability organizations
- YMCA/YWCA or other fitness centers
- Religious groups
- Community education
- Museums and zoos
- Horseback riding specifically for children with disabilities at area farms or programs

Many Programs Useful for Teaching Social Skills

Many community parks and recreation departments offer programs year round that are specifically designed for individuals with disabilities. These programs provide opportunities to make new friends, learn the importance of teamwork, responsibility, and sportsmanship as well as practice social skills and etiquette. Some examples are listed below. Most require residency to participate, so check locally to see what your own city offers.

Glendale/Peoria Parks and Recreation-<http://www.ci.glendale.az.us/Recreation>. Choose "Programs and Activities," then "Adaptive Programs."

Tempe Recreation-<http://www.tempe.gov/pkrec>. Look for "Adaptive Recreation Programs." Or phone Linda Cano at 480.350.5260.

In addition to leisure and recreational programs, **Phoenix Parks and Recreation** offers a program called Clear Path that provides paid internships for individuals with disabilities. <http://www.ci.phoenix.az.us/PARKS/>.

Mesa Parks and Recreation-<http://www.ci.mesa.az.us/parksrec>. Or contact Deanna Zuppan at 480.644.3652.



Did you know the last three issues of the *Special Edition* can be downloaded from the web? www.ade.az.gov/ess. Click on Comprehensive Systems of Personnel Development.

Online Resources

Web Sites for Dispute Resolution

CADRE – Consortium for Appropriate Dispute Resolution in Special Education–offers a wide variety of text, audio and video resources in English and Spanish aimed at helping parents and educators create solutions that improve results for students with disabilities. Go to www.directionservice.org/cadre, Choose “Dispute Resolution Options” under “Topical Search.”

Mediation Information and Resource Center (MIRC):

www.mediate.com/

Web Sites for Social Skills

Look for the article “Teaching Parents to Teach Their Children to Be Prosocial” at http://www.ldonline.org/ld_indepth/behavior/prosocial.html

Find a 51 page summary of the project: Social Skills Development for Students with Disabilities at <http://www.macswd.sa.gov.au/pdf/ssfr.pdf>

A segment of a presentation on teaching students with learning disabilities addresses classroom strategies for teaching social skills. www.kelker.org/SPED_310/310_presentations/15_LD.ppt

Friendship and Stories: Using Children’s Literature to Teach Friendship Skills to Children with Learning Disabilities. www.ldonline.org/ld_indepth/teaching_techniques/chlldlit_socskills.html

Strategies for teaching social skills to students, including those with disabilities. www.usu.edu/moose/USU/Behave/SocialSkills-02.pdf

Web Sites for Transition

Online Database of Community-Based Transition Programs

This is a searchable database of community-based programs throughout the United States for individuals ages 18-21. It currently contains information on over 100 programs, with more being added daily. Go to www.transitioncoalition.org and click on the “18-21 Programs” button.

The Community Transition Program: Experiences Starting a Community-based Program for Students Ages 18-21.

This manual is based on the development and operation of a community-based transition program in Lawrence, Kansas. The teachers reveal their insight and share many of their resources, programming, and curricula to help others develop community-based transition programs. Download this 84-page manual from <http://www.transitioncoalition.org/freepub.php3>.

Other Web Sites

This web site lists articles and resources for adaptations and modifications for special needs students: <http://www.teachervision.com/lesson-plans/lesson-5347.html>

This web site lists types of assessment accommodations and related references: <http://www.teachervision.com/lesson-plans/lesson-4170.html>

The art of teaching special needs: <http://www.teachervision.com/lesson-plans/lesson-5808.html>

The Mid-Continent Regional Educational Laboratory offers a wealth of research and content aimed at improving learning for all students. Check out this site at: <http://www.mcrel.org/>

Don't forget

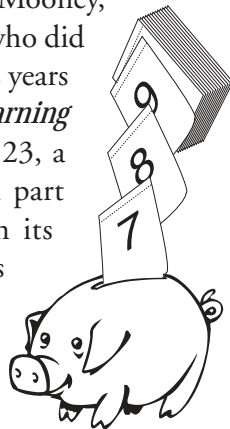
to check Arizona Promising Practices web site for the most up-to-date information on research-based practices. www.azpromisingpractices.com

Save the Date!

September 22 through 23, 2004
Bases Loaded! Who's Up Next?
Transition Conference
Wigwam Resort
Litchfield Park, Arizona

Many local and national presenters will speak, including:

- Dr. Ed O'Leary, Education Program Specialist from the Mountain Plains Regional Resource Center
- Pam Stenjhem, Youth and Family Network Director from the National Center on Secondary Education and Transition
- Ellen Rommet, Education Program Specialist from the Department of Education, Pennsylvania
- Dr. Peter Leone, professor in the College of Education at the University of Maryland and director of The National Center on Education, Disability, and Juvenile Justice
- Dr. Rob Rutherford, professor at Arizona State University
- The keynote speaker, Jonathan Mooney, is a dyslexic writer and activist who did not learn to read until he was 12 years old. With the publication of *Learning Outside the Lines* when he was 23, a book that is part memoir and part alternative study skills now in its eighth printing, Jonathan has established himself as one of the foremost leaders in LD/ADHD, disabilities, and alternative education.



Sponsored by the Arizona Department of Education, Exceptional Student Services; Rehabilitation Services Administration, Vocational Rehabilitation; Arizona Secure Care Committee; and the Arizona Postsecondary Access Coalition

For more information, please contact Wendy Collison at wcollis@ade.az.gov or at 602.364.4026.



Training in the Pines

Tuesday, June 29 through Thursday, July 1, 2004

At DuBois Center, Northern Arizona University,
Flagstaff AZ

Seventh Annual Assistive Technology
Summer Institute

Learn really COOL information in a
very COOL setting!

Assistive Technology:
Out of the Box and into the Real World!

This educationally-focused conference is targeted to special and regular education teachers, administrators, speech-language pathologists, occupational/physical therapists, parents, and postsecondary education staff who work with students having a range of special education needs, preschool through post-secondary levels.

Dr. Ed O'Leary, a Program Assistance Consultant for Mountain Plains Regional Resource Center, will be the keynote speaker. Other presenters will include local assistive technology experts. Continuing education verification will be provided.

For registration forms and information, contact Martha Lewis, 1.800.477.9921, 602.728.9534, 602.728.9536 (TTY), or Martha.Lewis@nau.edu. Registration materials can be downloaded at www.nau.edu/ihd/aztap.

This conference represents a collaborative effort involving six Arizona organizations, including the Arizona Department of Education, Exceptional Student Services.

Bilingual Issues Workshop

The ASU Department of Speech and Hearing Science and the Infant Child Research Programs announces its Fourth Annual Workshop in Bilingual Issues scheduled for Saturday, May 1, 2004 from 8:00-5:30 p.m. The workshop, sponsored by the Department's Bilingual Training Program for graduate students in speech-language pathology, will be held at the ASU Downtown Center located at 502 E. Monroe in Phoenix.

The featured guest speaker is M. Adelaida Restrepo, Ph.D., CCC-SLP, a nationally recognized expert in Spanish-English bilingual children with communication disorders. Dr. Restrepo is currently on faculty at The University of Georgia in the Department of Communication Sciences and Disorders. The ASU Department of Speech and Hearing Science also proudly announces that Dr. Restrepo will be joining their faculty during the fall of 2004 as an associate professor. Her selected topic for this workshop is "Assessment and Intervention of Preschool and Elementary School-Age Latino Children." Participants in the workshop will learn more about typical language development of Spanish-English bilingual children, characteristics of language disorders, and best practice principles for the evaluation and treatment of Latino children.

The workshop has been pre-approved by the Arizona Department of Health Services for eight continuing education hours and is limited to 120 participants. The cost, which includes lunch, is \$75.00/person, and pre-registration is required. For more information and to obtain a reservation form, please visit our Infant Child Research Programs web site at <http://icrp.asu.edu/>. For questions about your reservation, please contact Jennifer Schmidt at the ICRP at 480.965.9396.

Transition News

Following up on its High School Summit, which was held last fall, the U.S. Department of Education has a new web page, www.ed.gov/highschool. This site provides access to the summit's plenary session web cast, many presentations from the summit, and soon, some transcripts from the summit's breakout sessions. The Department will continue to post news and updates on its high school initiative on this web page.

Also, the Department is planning a series of regional summits to help state and local leaders make further progress toward improving educational opportunities for America's young men and women. No details have been released at this time.

The Office of Vocational and Adult Education (OVAE) has a newsletter, "OVAE Review," on high school news and related news on workforce preparation, which you can subscribe to by sending an email to OVAE@ed.gov or HighSchools@ed.gov.

If you are interested in receiving information about the State Scholars Initiative from the Center for State Scholars mailing list, please send an email to info@centerforstatescholars.org.



THANK YOU

The ADE/ESS would like to extend a sincere THANK YOU to the schools who submitted a survey regarding the Transition Outcomes Project and transition-related activities that have transpired over the past few years. A research associate is currently analyzing the data. The staff at ADE/ESS recognizes how time consuming surveys can be, and greatly appreciates the feedback, which will help plan future trainings and projects. Stay tuned for a compilation of the results to be reported in the next *Special Edition!*

Districts and Organizations:

ABIL
Apache Junction USD
Arizona State Prison Complex—Safford
Blue Ridge USD
Cartwright SD
Chandler USD
Coolidge USD
Deer Valley USD
Department of Economic Security/
Vocational Rehabilitation
Educational Staffing LLC
Flowing Wells SD
Fort Thomas USD
Glendale UHSD
Hillside SD
Humboldt USD
Isaac SD
Litchfield ESD
Mesa Public Schools
Mitchell Associates
Nogales USD
Parent Information Network
Parker USD
Payson USD
Pilot Parents of Southern Arizona
Raising Special Kids
Sacaton ESD
Saddle Mountain USD
Safford USD

Scottsdale USD
Seligman USD
St. David USD
Tempe ESD
Tuba City USD
Tucson Juvenile Parole
Tucson USD
University of Arizona
Vail SD
Wellton ESD
Yavapai Juvenile Detention
Yuma ESD
Yuma UHSD

Individual Schools:

Apache Junction HS
Arizona Department of Corrections
SPC—Yuma
Arizona Schools for the Deaf and the Blind
Arizona State Prison Complex—Tucson
Arizona State Prison Complex—Perryville
Black Canyon School
Cactus Shadows HS
CAPE School
Casa Grande HS
Catalina Foothills HS
Center of Excellence Charter HS
Chino Valley HS
Cienega HS
Coconino HS

Connolly Middle School
Cooledge HS
Coronado HS
Desert Vista Campus
Flowing Wells HS
Flowing Wells Junior HS
Gilbert HS
Hamilton HS
Hopi Jr/Sr HS
Horizon Community Learning Center
Intelli-School
Ironwood Ridge HS
Kestrel HS
Mingus HS
Moon Valley HS
New World Education Center
Park View Middle School
PASA Classroom
Pinal County Hope School
Premier HS
Prescott HS
SCC
Sunnyside HS
Taylor Intermediate School
Tempe Preparatory Academy
Thunderbolt Middle School
Tse Ho Tso Middle School
Tuba City HS
Valley Union HS
Wickenburg HS

Things You Should Know

FY 2004–2005 Capacity Building Grants

The ADE Grants Management Enterprise periodically presents new capacity building grant opportunities. Check the Grants Management Enterprise under Fund Alerts for the latest online grants. Be sure to use the Protocol Downloads, which have complete grant-related information, including online grant submission deadlines. For more information contact Celia Kujawski at ckujaws@ade.az.gov.

Study: Laptop-Equipped Students do Better Work

In Maine, middle school students using state-provided laptops are more actively involved in their learning and produce better work, according to a study released by the Main Education Policy Research Institute. Although most of the report was positive, some laptop users complained about having continuing problems with the devices. To

read the entire article, go to the web site of The Boston Globe/Associated Press February 12, 2004.

Special Education Emergency Supplemental Funding

There are federal funds available to public education agencies for emergency special education needs. These funds are limited in both amount and scope. Monies are granted upon demonstration that the education agency is in fiscal difficulty due to situations involving students who are eligible for special education services, but whose enrollment could not have been anticipated during the normal budget planning process. The most common situation is the unexpected enrollment of a child with significant disabilities that requires support over and above services generally provided by the education agency. Rapid growth in special education preschool programs can also qualify. Other circumstances are considered on a case-by-case basis.

Please contact Kristen Dewey at kdewey@ade.az.gov for a complete packet of information and an application, or you may call her at 602.542.5447. An online application will be available soon.



New FairTest Analysis

More than 700 four-year colleges do not use SAT I or ACT scores to admit substantial numbers of bachelor degree applicants.

A new list published by the National Center for Fair and Open Testing (FairTest) demonstrates that scores from neither test are necessary for many applicants at many four-year U.S. colleges and universities.

“Applicants can now choose among more than 700 accredited, bachelor-degree granting institutions—more than a quarter of the national total—that admit substantial percentages of their first-year classes without using the SAT I or ACT,” said FairTest University Admissions Analyst Beth Beard. “De-emphasizing standardized test scores is an excellent way to comply with the recent U.S. Supreme Court endorsement of ‘holistic’ admissions.” The FairTest count is based on a systematic review of the College Board’s 2003 College Handbook and other guidebooks, information posted on college and university web sites, and interviews with school officials.

“Colleges and universities eliminate test score requirements for many reasons,” explained Bob Schaeffer,

FairTest’s Public Education Director. “Many are concerned about the negative impact on race and gender equity that results from relying on test scores. Others recognize that high-priced coaching programs artificially boost the scores of students who can afford them. Most agree that scores from a three-hour exam add little of value to an applicant’s portfolio.”

The new FairTest list includes such highly selective institutions as Bates, Bowdoin, Connecticut, Dickinson, Franklin and Marshall, Mount Holyoke, and Pitzer colleges as well as members of large public university systems in Arkansas, Nebraska, Texas, and other states. Religious, for-profit, and distance-education colleges are also included.

Some schools on the list do not require any applicants to submit test scores while others require them only from students whose high school records do not meet minimum grade point average or class rank levels.

The full list is posted at www.fairtest.org/optinit.htm in both state-by-state and alphabetical order.



Outreach

Regional Outreach Training will be offered through May for Arizona administrators and educators. A new and exciting topic will be offered each month at nine sites throughout the state. These trainings will offer the latest information with a focus on increasing understanding and compliance of federal and state laws, and resources available from ESS. These trainings offer opportunities to network and receive information designed to facilitate and improve appropriate services for students with disabilities. Later training times will be offered on topics especially geared for teachers. This information is posted at www.ade.az.gov under “Calendar of Events.”

Please let us know

Let us know in one or two paragraphs how your school carves out time for professional development.

Send submissions to plevesq@ade.az.gov.



CEC Online

The Council for Exceptional Children is offering a variety of online workshops on critical and timely special education topics. Go to their web site www.cec.sped.org and click on *Professional Development Training & Events*.

NASDSE's Satellite Training Program

One more NASDSE training scheduled for this school year:



Wednesday, May 5, 2004

NASDSE teleconference: Presenters will share research as well as suggested practices and successful experiences that address the opportunity education and mental health agencies have in working with parents to make collaboration a reality.

Grants/Funding

Grant Title: William and Flora Hewlett Foundation Education Grants

Organization: The William and Flora Hewlett Foundation

Eligibility: Schools and districts

The William and Flora Hewlett Foundation seeks to achieve greater quality and equality of educational opportunity in the United States and throughout the world through grants that support increased student achievement, improved access to exemplary educational content, and other goals as outlined on its web site. The foundation will not consider requests to fund student aid, individual scholarships, construction, equipment and computer purchases, health research, or health education programs. Applicants should submit a brief letter of intent for initial review, after which proposals may or may not be requested. Full proposals will not be accepted unless they are requested. Check the foundation's web site for details before sending a letter of intent.

Contact: Grants Administration Department, loi@hewlett.org <http://www.hewlett.org>

Grant Title: Westinghouse Charitable Giving

Organization: Westinghouse Electric Co.

Eligibility: Nonprofit organizations

Westinghouse actively contributes to programs that benefit nonprofit organizations. Areas of emphasis include health and welfare, education, and civic and social pursuits. Within each area, Westinghouse encourages

programs that help to meet the needs of populations such as the disadvantaged, the young, the elderly, minorities, and people with disabilities. In the area of education, emphasis is given to elementary, secondary, and high school educational programs that emphasize math and science, although consideration will be given to other relevant, non-fine arts programs.

Contact: <http://www.westinghouse.com/E2.asp>

Grant Title: Partners in Education

Organization: Symbol Technologies Inc.

Eligibility: K-12 schools and higher-education institutions

Through Partners in Education, Symbol Technologies supports a number of educational institutions locally and nationally, but is particularly eager to assist students pursuing technical careers. Symbol prides itself upon its scientific and entrepreneurial innovations; therefore, the company is dedicated to supporting a number of initiatives that propel the continuation of research and innovation within universities and colleges, as well as other venues.

Contact: http://www.symbol.com/about/overview/overview_community_affairs.html

For information on a wide variety of grant opportunities, go to eSchool News: Funding center at www.eschoolnews.com/resources/funding

Professional Development Opportunities 2004

April

- 15** OUTREACH - Paraprofessional Training at Yuma ESD; Contact 602.542.4013
- 22** Title IV/State Chemical Abuse Grant Workshop at Pima Community College in Tucson; Contact 520. 206.3933
- 19** OUTREACH - Paraprofessional Training at ASDB N Central Regional Coop in Flagstaff; Contact 602.542.4013
- 22** OUTREACH - Paraprofessional Training at Bradshaw Mt HS East in Prescott Valley; Contact 602.542.4013
- 23-24** Arizona High Achievement for All at Marriott Phoenix Airport; For new groups created through application; Contact 602.542.3183
- 27-28** Multi-Hazard Emergency Planning for Schools at Desert Diamond Casino in Green Valley; Contact 602.542.8717
- 27** Professional Development: Systems of Accountability at Little America in Flagstaff; Open to all schools; Contact 602.542.3183
- 28** Professional Development: Systems of Accountability at Black Canyon Center; Open to all schools; Contact 602.542.3183
- 29** Professional Development: Systems of Accountability at Sheraton Suites in Tucson; Open to all schools; Contact 602.542.3183

May

- 3** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at Peoria USD in Glendale; Contact 602.542.4013
- 4** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at Yuma ESD; Contact 602.542.3183
- 5** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at Sierra Vista USD; Contact 602.542.3183
- 5** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at Chinle USD; Contact 602.542.3183

- 5** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at Lake Havasu USD; Contact 602.542.3183
- 6** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at Arizona Schools for the Deaf and the Blind in Tucson; Contact 602.542.3183
- 11** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at Blue Ridge HS Library in Lakeside; Contact 602.542.3183
- 12** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at ASDB N Central Regional Coop in Flagstaff; Contact 602.542.3183
- 13** OUTREACH - Beyond the Classroom: Meeting the Intensive Needs of Students at Bradshaw Mt HS East in Prescott Valley; Contact 602.542.3183
- 14** Professional Development CADRE; Location: TBD; Train-the-Trainers; Contact 602.542.3183
- 19** Spring 2004 SEI Seminar - Immersion Strategies for Education Professionals at Wigwam Resort in Litchfield Park; Contact 1.800.327.0396 or 623.935.3811

June

- 1-4** Second Annual Desert Canyon Institute 2004 at Loews Ventana Canyon Resort in Tucson; Contact 800.547.6747
- 15** Title IV/State Chemical Abuse Grant Workshop at Little America Hotel in Flagstaff; Contact 800.435.2491
- 23-24** Multi-Hazard Emergency Planning for Schools in Prescott Valley; Contact 602.542.8717
- 22-24** 2004 PDLA Summit at Scottsdale Radisson Resort, Scottsdale; PDLA Teams; Contact 602.542.3183

Note: For all reading-related professional development offerings go to <http://www.ade.az.gov/>. Click on "Calendar of Events"

The calendar is updated with new trainings as they arise, so check it out often.



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Phoenix, AZ 85007

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